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ABSTRACT

Intended primarily for Michigan administrators, this document presents a variety of information on administrator evaluation. A survey of Michigan superintendents revealed, among other things, that there is a very high interest in administrative evaluation, that 45 percent of the responding districts have no formal evaluation system, that 36 percent have a formal evaluation system, that 19 percent have no formal or informal administrator evaluation system, that 30 percent base administrator evaluation on a job description, and that 46 percent include an appraisal conference in the evaluation process. Along with the results of the survey, the document presents a listing of the types of evaluation, an outline of strategies for implementing an administrator appraisal system, an argument for using facts rather than opinions in evaluation, an overview of four sources of information, and nine models of administrator evaluation programs. (Author/IRT)

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MASA STUDY

of

Administrator Evaluation

1974 - 75

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MICHIGAN ASSOCIATION OF SCHOOL ADMINISTRATORS
MEMBERSHIP SERVICES COMMITTEE

EA 007 794

MASA STUDY

OF

ADMINISTRATOR EVALUATION

$1.50 payment in advance

Prepared by a Subcommittee of

THE MEMBERSHIP SERVICES COMMITTEE

1974-1975

ACKNOWLEDGMENTS

It is virtually impossible to accurately list all of the administrators who in some way contributed to this study. The committee, nevertheless, extends sincere appreciation to every one of them, for without their support this study could not have been made.

Special thanks are due the many busy superintendents who took the time to send samples and completed questionnaires.

In addition, the Sub-Committee is indebted to Donald M. Currie, Executive Director, W. L. Fleet, Chairman, the Membership Services Committee, and the MASA staff for support and encouragement in making this report possible.

Thomas R. French
Marvin L. Greene, Chairman
Fred A. Richardson

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INTRODUCTION

MASA provides many different services. One of the most important concerns effective administrator evaluation. The present study includes a review of the latest report of Educational Researches Services on that subject, along with an analysis of trends and practices, as well as recommendations from workshops in the state of Michigan.

The present level of interest in the subject grows out of a widespread quest for more effective appraisal systems, influenced by recent trends in business and industry and the thrust toward accountability in the state. Moreover, it reflects a diffused national trend toward mandatory personnel evaluations for educational administrators.

It continues the work of the committee chaired by Robert C. Sloan in 1973. That Administrator Evaluation Committee recommended the following:

1) Promote in-service meetings on administrator evaluation.
2) Promote with MASB the need to evaluate services of the Superintendent's office in various school districts.
3) Offer to help MASB membership with procedures of administrator evaluation.
4) Share General Electric Company procedures of administrator evaluation.
5) Survey MASA membership concerning needs for improved administrator evaluation.
6) Contact MASB (and other associations) to see if coordinated efforts would be appropriate.
7) If good material is developed . . . it could be printed and disseminated to the membership.
8) (Provide samples of) administrator evaluation material disseminated by Western Michigan University.

With the publication of this report, most of these recommendations will have been implemented.

WHY EVALUATE ?

Educators are viewing evaluation increasingly as a means of organizational coordination and improvement, as well as development for the individual administrator. The most recent ERS Report expresses it this way:

> . . . Assessment procedures are used to stimulate self-development, encourage individual and organizational planning, sensitize the district administration to needs of the school building administrator, facilitate communication between administrators and their staffs, integrate organizational and administrative objectives, clarify job expectancies, and in general encourage the development of the administrator and school organization.[1]

To paraphrase, there are many, varied, and complex reasons for appraising administrative performance; and the most valid is the desire to improve the educational system.

Skills can deteriorate; attitudes change; and knowledge becomes obsolete. Changes in district goals may require different skills, new attitudes, or different knowledge. Periodic personnel evaluation is therefore essential to the accomplishment of district goals.

[1] Evaluating Administrative Performance (Arlington, Virginia: Educational Research Service, Inc., 1974, p.13)

Survey of Trends in Michigan

Purpose of Survey

The purpose of the survey of "Trends in Michigan" was to estimate the administrative evaluation trends as perceived by superintendents in 580 school districts. Administrative evaluation has been a concern to this committee and has been a major task throughout the 1974-75 school year. Therefore, in order to assist superintendents in the State of Michigan in the process of improving administrative evaluation it appeared that an assessment of what current administrative practices are would be appropriate.

Survey Development

The survey was developed by the committee and had two major divisions with a number of sub-divisions which were included in the survey.

The two major divisions were: 1) Data about school districts that had no formal evaluation system; 2) Data was collected from school districts that had a formal administrative evaluation system.

The sub-divisions were then included for the purpose of identifying the major variables related to both formal and informal administrative evaluation. Examples of the other items asked relating to the two major sections were: 1) Was there a self-appraisal component in their system? 2) Was there a formal board evaluation related to their system? 3) Was their system based on MBO's? The other variables which were surveyed are presented in the "Summary of Responses to the Administrative Evaluation Survey."

Number of Surveys Sent

There were 580 survey cards sent by MASA and placed in the May Fortnighter. This seemed to be the most convenient vehicle, and the MASA administrative office was most helpful in assisting us in the dissemination of the survey.

Number of Responses

There were 409 responses included in the survey which represented a return rate of 70.5%. In the opinion of the committee, this was a very high return rate and indicated possible high interest in administrative evaluation. There were 113 surveys returned from school districts with enrollment of 1499 and under. There were 135 surveys returned from districts with an enrollment of 1500 to 3499. There were 106 surveys returned from school districts of 3500 and larger. Fifty surveys were returned with no enrollment shown, and 17 surveys were returned from intermediate school districts. The data on the summary table is divided into the categories just mentioned above, plus a total response category.

Results of Survey

The results of the survey are briefly presented here for the total response category only. The response information is provided by district size for a more detailed analysis.

The total responses by number and percents are as follows:

Item	No.	%
No formal evaluation system	183	45
Formal evaluation system	147	36
Self-appraisal component in the system	81	20
Formal board evaluation	88	22
Based on MBO	69	17
Based on job description	124	30
Includes peer evaluation	28	7
Related to salary	63	15
Includes review and appeal process	52	13
Includes appraisal conference	188	46
Based on performance contract	6	1
Includes monitoring and feedback	46	11
Includes clear statement of relation between board and superintendent	53	13
Support state mandated evaluation system	12	3

Responses to the survey are also presented for those districts that indicated they had no formal evaluation system and also for those districts indicating that there was a formal evaluation system. This data is presented by district size and survey item. Also a listing of all comments by district size that were written in are presented in a section called Responses to "Other."

Some Conclusions

1. From the survey responses it appears that there is a very high interest in administrative evaluation by superintendents in the State of Michigan.

2. From the surveys received 45% have indicated they have no formal evaluation system.

3. Thirty-six percent of the surveys indicated that there was a formal evaluation system in their district.

4. There was 19% of the surveys which indicated there was no formal or informal administrative evaluation system.

NO FORMAL EVALUATION SYSTEM

Item	Responses from Schools by Size (Enrollment)				
	1499 and Under (75)	1500 to 3499 (52)	3500 and Over (25)	No Enrollment Shown (21)	ISD's (10)
Self-appraisal component in the system	1	1	4	1	-
Formal board evaluation	-	-	1	-	-
Based on MBO	-	-	1	-	-
Based on job description	6	5	4	3	-
Includes peer evaluation	2	2	1	1	-
Related to salary	8	5	3	-	-
Includes review and appeal process	1	1	3	1	-
Includes appraisal conference	8	8	11	4	1
Based on performance contract	-	-	-	-	-
Includes monitoring and feedback	2	1	2	-	-
Includes clear statement of relation between board and superintendent	8	-	3	2	1
Support state mandated evaluation system	1	2	-	-	-
(Nothing else checked)	48	35	10	14	9

FORMAL EVALUATION SYSTEM

Item	Responses from Schools by Size (Enrollment)				
	1499 and Under (25)	1500 to 3499 (45)	3500 and Over (62)	No Enrollment Shown (11)	ISD's (3)
Self-appraisal component in the system	9	17	32	3	2
Formal board evaluation	14	19	20	5	3
Based on MBO	2	11	26	5	1
Based on job description	13	18	37	4	3
Includes peer evaluation	2	8	8	1	1
Related to salary	3	9	21	1	1
Includes review and appeal process	3	9	20	2	1
Includes appraisal conference	19	37	55	6	1
Based on performance contract	-	-	2	-	1
Includes monitoring and feedback	5	4	14	2	-
Includes clear statement of relation between board and superintendent	8	8	13	-	2
Support state mandated evaluation system	1	3	2	-	-
(Nothing else checked)	-	1	2	1	-

5. Thirty percent of the surveys returned indicated that administrative evaluation is based on a job description.

6. Forty-six percent of the surveys indicated that an appraisal conference is included as a part of their administrative evaluation process.

SUMMARY OF RESPONSES TO ADMINISTRATIVE EVALUATION SURVEY

MASA - MAY 1975

Total Sent 580
Total Responses 409
% of Respondents 70.5

Item	Responses from Schools by Size (Enrollment)											
	1499 and Under		1500 to 3499		3500 and Over		No Enrollment Shown		ISD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No formal evaluation system	75	66	52	42	25	24	21	42	10	59	183	45
Formal evaluation system	25	22	45	39	62	58	12	24	3	18	147	36
Self-appraisal component in the system	11	10	21	17	39	39	8	18	2	12	81	20
Formal board evaluation	23	20	27	22	24	23	12	24	2	12	88	22
Based on MBO	4	4	18	15	35	33	8	18	4	24	69	17
Based on job description	28	25	30	24	47	44	16	32	3	18	124	30
Includes peer evaluation	4	4	13	11	8	8	2	4	1	6	28	7
Related to salary	14	12	18	15	27	25	3	6	1	6	63	15
Includes review and appeal process	6	5	13	11	28	26	5	10	-	-	52	13
Includes appraisal conference	29	26	56	46	78	74	21	42	4	24	188	46
Based on performance contract	1	1	2	2	3	3	-	-	-	-	6	1
Includes monitoring and feedback	7	6	9	7	22	21	5	10	3	18	46	11
Includes clear statement of relation between board and superintendent	20	18	10	8	16	15	3	6	4	24	53	13
Support state mandated evaluation system	3	3	5	4	3	3	-	-	1	6	12	3

Percents are of total for enrollment size:
113 - 1499 and Under
123 - 1500 to 3499
106 - 3500 and Over
50 - No enrollment Shown
17 - Intermediate School Districts (ISD)

RESPONSES UNDER "OTHER"

1499 and Under

Go over with board at time of contracts
Formal evaluation for principals by superintendent--no evaluation of superintendent
Next year superintendent and principals will file performance objectives with board by second Monday in September
On May 20, 1975 we will start work on a formal evaluation of all administrators
Administrators evaluated by teachers and employees
Evaluation by superintendent

1500 to 3499

Annual evaluation by superintendent (2)
Appraisal conference includes board president
Informal board appraisal
Superintendent meets two times a year with each administrator
Goal review and assessment
No evaluation of superintendent (2)
Administrator evaluated by teachers
Examining MBO - Kalamazoo system (others starting on plan) (4)
Have tried several components and the board has dropped them

3500 and Over

Superintendent writes a formal yearly evaluation letter
Oral evaluation followed by written narrative annually by superintendent of administrators
Weekly administration-staff meetings where problems are quickly resolved. Self evaluation is encouraged
Board evaluates superintendent (2)
Goal setting method
Informal verbal
Based on long-term organizational objectives
Probationary only
Use an industrial model in applying some of the above
Last two items for superintendent only
Merit pay 0 - 8%
Board-Administrative personnel committee
MBO - without a formal appraisal system
Individual evaluation by each board member then total board review and summary

No Enrollment Shown

Superintendent and board meet to discuss all aspects of formal evaluation
Goals and objectives submitted by administrators and evaluated upon them
Working on formal system
Annual informal discussion last board meeting in March each year
Mutually agreed goals and objectives.

TYPES OF EVALUATION

There are essentially five different approaches to assessing the quality of administrative performance. Each has unique features which commend it; and each has definite limitations. Deciding which method, or combination of methods, best suits a particular school district, staff, or individual, occasionally becomes a problem. These methods include the following:

The Conference -- In this method the evaluator discusses a subordinate's performance and suggests ways by which the administrator might improve. It is more effective when followed by a written report.

The Checklist -- In this type a number of characteristics, traits, or functions are assessed with weighted adjectives or numbers on a scale (charts and graphic rating scales are forms of this method). Overlong checklists tend to eventuate in guessing and conjecture instead of reliable ratings.

The Forced-Choice Rating -- This is a special type of checklist in which the evaluator chooses from two or more statements the one that best or least describes the evaluatee.

The Descriptive Essay -- The evaluator here presents a descriptive narrative of the strengths, weaknesses, and potential of the evaluatee with a subjective account of how well the administrator has done his job. It has the disadvantage of frequently being overly centered on the superior's point of view.

The Assessment of Objectives -- In this method the evaluator assesses the degree to which pre-determined objectives have been achieved within a stated period of time. It is a form of management-by-objectives (MBO), patterned after practices in business and industry.

Users must not permit their objectives, on one hand, to degenerate into trivial routines, easily accomplished for the sake of ratings; or, on the other, through naivete, inflate their aims beyond the possibility of realistic achievement within a stated time.

In actual practice these approaches are varied and are combined into more than five different methods. The 1971 ERS Report identified twelve basic types in the 84 reported.[2] They differed in many ways -- in sources of input, the method of indicating the manner of performance, and the degree to which the evaluatee was a participant in the process. For example, an essay might be attached to a checklist; an administrator might be evaluated by a team; or a system might require the administrators to submit a form of self-evaluation. Conferences could be an integral part of any method. In addition, "client centered" evaluation reverses the process and permits the traditional evaluatee to appraise the evaluator. This method is only for the secure and the strong of heart. Finally, for do-it-yourself administrators, there may be some value in a "transactions audit" to assess interpersonal relations and their implications for managerial effectiveness.

2. Evaluating Administrative Performance, p. 18.

STRATEGIES FOR IMPLEMENTING AN ADMINISTRATOR APPRAISAL SYSTEM

Dean Speicher and Donald Shebuski, two fairly well known consulting superintendents, both advocate district-wide personnel evaluation. Both have incorporated components of Management by Objectives in the plans for their own districts. They have exchanged and shared many other ideas and both recommend ten identical steps for the district initiating formal evaluation for the first time. These steps are presented for consideration.

STRATEGIES FOR IMPLEMENTING AN ADMINISTRATOR APPRAISAL SYSTEM IN YOUR DISTRICT

STEP # 1 - Develop and recommend a comprehensive policy statement on personnel appraisal for school board review and future adoption.

STEP # 2 - Develop a professional library and bibliography of research and literature related to administrator and supervisor appraisal.

STEP # 3 - Appoint an Advisory Committee consisting of Administrative Team members and other appropriate individuals to study and draft an appraisal plan.

STEP # 4 - Charge the Advisory Committee to:

(1) Design a plan that meets the test of the school board policy statement on personnel appraisal.

(2) Review and study appraisal plans currently being used by other school systems.

(3) Develop objectives for the plan which are compatible with organizational goals.

(4) Identify and develop an appraisal plan which has as its major thrust the improvement of performance.

(5) Determine who will be evaluated and who will do the evaluating. Determine other procedures.

(6) Determine how data will be collected to implement the plan and design or acquire instruments for this purpose.

(7) Design the evaluation steps and time schedule.

(8) Develop a system for decision-making.

STEP # 5 - Provide the Advisory Committee with adequate supporting personnel, consultant help, secretarial assistance and other necessary resources to achieve the committee charge.

STEP # 6 - When details of the plan have been agreed upon, designate specific personnel responsibility for writing a preliminary draft of the plan.

STEP # 7 - When the preliminary draft is completed, request the Administrative Team to provide the Advisory Committee with written recommendations for the plan's improvement. Develop final draft with appropriate modifications.

STEP # 8 - Design and conduct staff in-service for the purpose of implementing the new plan.

STEP # 9 - Design and administer a client evaluation of the new plan.

STEP #10 - After the first several years of each appraisal time period, the Advisory Committee should study the summary results of the client evaluation and make appropriate design modifications.

PERFORMANCE APPRAISALS: LET THE FACTS SPEAK FOR THEMSELVES

It's one thing to give an opinion of a subordinate's performance, and another to back up that opinion with solid evidence.

"So you say Tom Dickson shows outstanding initiative." Your immediate superior may say, "What do you mean? Let's have an example."

You may not be able to pluck an instance of Tom Dickson's initiative out of your memory just like that -- and your superior -- or board -- will wonder if your evaluation is worth much. That's why your performance appraisals should be loaded with facts -- not just opinions.

Collecting specific examples of an employee's performance will first help you evaluate him more accurately and then permit you to document your evaluation. Such examples will also help the employee to improve his performance by showing him in specific, tangible terms, where his shortcomings lie.

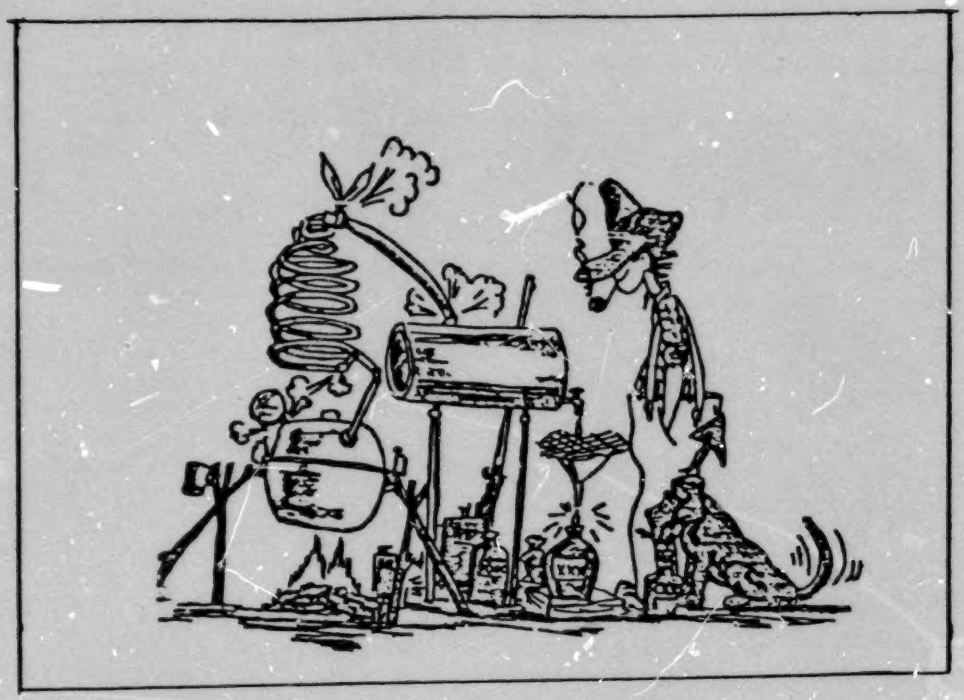
DON'T GET PERSONAL

Too often, a performance appraisal is weak on facts because it does not deal with the employee's performance. Personality appraisals are notoriously troublesome and unreliable: They lead to generalities, worthless comparisons, and fruitless counseling. The supervisor can help employees to improve their job performance. But he can't -- and shouldn't -- try to help them to improve their personalities.

A performance appraisal should be just that -- a look at the employee's performance on the job as it stacks up against the requirements of the job. Work-centered appraisals are far more consistent and constructive than personality appraisals. The more appraisals deal with the facts and specifics of performance, the more useful they are for coaching the employee and making decisions on raises, promotions and other personnel actions.

A fact-filled appraisal is not something you can just sit down and dash off without any preparation. The facts must be collected beforehand, through constant observation of your subordinates every working day.

OBSERVE AND RECORD



Develop the habit of alert observation. An administrator must watch for "proof" of performance. Look for examples of both good and bad performance.

Won't your subordinates resent being closely observed on the job? The chances are they won't resent the fact that you're taking an interest in their work -- in fact, employees often feel that their boss doesn't know enough about their job and its problems. However, they may resent the way in which they are observed. Snooping is just as bad as complete disinterest. Being overly concerned with picayune details of a job is as bad as not caring how it's performed.

But if the supervisor makes it clear that his concern is constructive, his fact-gathering will be accepted. He should point out that it means their good work is being seen and appreciated, that he will be better able to catch little problems before they become big ones, and that he will also be in a better position to spot employee talents that can be developed.

When you have gathered these examples of job performance, use them. In your appraisal, don't simply refer to them, but give the details. Two pages of solid, factual examples of job performance can say more than ten pages of vague generalities.

When writing your appraisal, focus on the measurable tangibles whenever possible. Describe events, give figures, places, names, dates.

A BASIS FOR INTELLIGENT DECISIONS

Without overloading the appraisal with examples, you should include enough to form a basis for intelligent decisions on raises, promotions, reprimands, performance improvement, and so on. The number of examples you use should depend on your specific purpose. If your appraisal is going to be the basis for unfavorable action, you might be wise to use all the examples you have to support your recommendation. If it's a positive rating, you might use one or two examples for each phase of the employee's job. Sometimes, a single example will support the evaluation of more than one aspect.

Make sure you have enough time for a reasoned consideration of the employee's total performance. After you collect the factual material, try looking it over, then putting it aside for a while to "cure." When you get back to it, you may have a perspective on the employee's performance that you didn't have before. You can then form your judgments.

OVER-ALL PERFORMANCE

Such judgments should be based on the employee's over-all performance, not just individual incidents. Balance the specific incidents against the employee's day-in and day-out work that may not be notably good or bad. Measure his total performance against the total requirements for a well-rounded job, rather than emphasize production, accuracy, or any other single aspect.

To support such an evaluation, you need a well-balanced selection of examples in your appraisal. When you're recommending a high rating or a raise, make sure the incidents cited to support your recommendation are typical. If there are examples that could be given more weight than they deserve, you should explain their relative importance.

CONCRETE EXAMPLES

Devote the major part of your performance appraisal to describing the employee's performance rather than evaluating it. In other words, let the facts speak for themselves. Your direct observations will have more impact than your generalized opinions -- both on your boss and on the employee himself. It's one thing to point out to an employee several examples of errors he's made in his work, and another to simply tell him he's careless. Challenged by this general criticism, he may defend himself against the charge instead of trying to improve his accuracy.

Vagueness has no place in a performance appraisal. The supervisor who carefully observes and records specific examples of an employee's job performance will turn out appraisals that provide an accurate, concrete basis for making wide decisions on the employee's future.

To facilitate this type of appraisal, the evaluator might observe performance indicators in the eight following areas:

INDICATORS OF EFFECTIVE PERFORMANCE

I. PERSONNEL ADMINISTRATION

II. INSTRUCTIONAL LEADERSHIP

III. STAFF DEVELOPMENT

IV. PLANNING AND EVALUATION

V. BUSINESS MANAGEMENT

VI. AUXILIARY SERVICES

VII. SCHOOL AND COMMUNITY RELATIONS

VIII. ACCEPTANCE AND PROMOTION OF SYSTEM GOALS, OBJECTIVES AND POLICIES.

RESOURCES FOR THE BUSY ADMINISTRATOR

A Facetious "Client Centered" Evaluation*

TEACHERS RATE THE ADMINISTRATORS

The teachers in the Lake County Public School System, irked for years at the district rating system, have devised their own criteria for multiple choice rating of the administrators.

No one else takes it seriously, but the teachers like it, especially the union president.

Check one item only.

PROMPTNESS:

_____ Is faster than a speeding bullet.
_____ Is as fast as a speeding bullet.
_____ Would you believe a slow bullet?
_____ Misfires frequently.
_____ Wounds self while handling guns.

INITIATIVE:

_____ Is stronger than a bull elephant.
_____ Is as strong as a steer.
_____ Almost as strong as a bull.
_____ Shoots the bull.
_____ Occasionally smells like a bull.

QUALIFICATIONS:

_____ Leaps tall buildings at a single bound.
_____ Leaps tall buildings at a running start.
_____ Can leap short buildings if prodded.
_____ Loses way among buildings.
_____ Cannot recognize buildings.

COMMUNICATIONS:

_____ Talks with God.
_____ Talks with the angels.
_____ Talks to the Cabots and the Lodges.
_____ Talks to himself.
_____ Argues with himself.

ADAPTABILITY:

_____ Walks on water.
_____ Keeps head above water under stress.
_____ Washes with water.
_____ Drinks water.
_____ Passes water under stress.

*Presented to the Wayne County School Administrators at a midwinter conference by Luverne Cunningham.

THE ERS REPORT

The ERS Report: Evaluating Administrative Performance is probably the most useful publication on administrator evaluation to appear in the last school year. In the words of the director, it is "A National Resource for the Administrative Teams of School Systems." It includes a selective review of the research supporting current theories and practices. It also includes surveys of local school and state-mandated evaluation programs, as well as a comprehensive bibliography of books and articles published since 1970.

This report offers no simple definition of evaluation; however, the section entitled "The Evaluation Process" offers much to practicing school administrators. It spotlights a correlation between certain characteristics or behaviors and effective school management, the results of which suggest a need to change the focus and method of evaluating local school personnel in some districts.

This study summarizes the results of two previous surveys (1968, 1971) and reports national trends as follows: a gradual increase in formal evaluation, greater use of performance objectives, more references to MBO, and an increase in state-mandated evaluation. In addition, it includes state instruments for personnel evaluation and samples of local school district procedures. It is the kind of reference that every superintendent should review.

Educational Research Service, Inc.
1815 North Fort Myer Drive
Arlington, Virginia 22209
$7.50
(Payment must accompany orders of less than $10.00)

ADMINISTRATOR IMAGE QUESTIONNAIRE
(Client-Centered Evaluation)

The "Administrator Image Questionnaire" is an instrument devised by the Education Feedback Center at Western Michigan University to provide educational administrators with confidential feedback designed to help them work more effectively with people. This feedback, based on the perceptions of groups with whom the administrator works, is tabulated into an image profile representing the reactions of relevant groups with respect to the effectiveness of the administrator.

On a five point scale from poor to excellent, respondents indicate their perception of a leader's technical, conceptual, or human skills. Questionnaires are analyzed at the Center and a leader image profile is developed and returned. In addition, the Center sends an interpretive discussion of factors that might be causing trouble along with suggestions for "possible behavioral changes designed to improve leadership effectiveness".

An incomplete copy of the Image Questionnaire and a sample profile follow this description.

The cost for the service to administrators is $10.00 for <u>each group</u> of reactions. The cost for two groups is $20.00, etc.

Dr. Rodd Roth, Director
Educator Feedback Center
Western Michigan University
Kalamazoo, Michigan 49001
Phone (616) 383-1998

ADMINISTRATOR IMAGE QUESTIONNAIRE

Please respond to the following questions honestly and frankly. Do not give your name: All responses are anonymous. Neither the administrator about whom these questions are asked nor anyone else will ever be able to associate your responses with you.

Immediately after completion, your responses, along with responses of others from your group, will be sent to Western Michigan University for analysis. Image profiles representing how your administrator is perceived along several dimensions by your group will then be sent to him. The profile is sent to no one else unless so requested by your administrator.

Fill in the blank which represents your reaction to each question. Be sure to fill in only one blank for each question. If you change an answer be sure to erase thoroughly the incorrect mark. PLEASE USE LEAD PENCIL.

Prepared by the Educator Feedback Center, Western Michigan University, Kalamazoo, Michigan, 49001

WHAT IS YOUR OPINION CONCERNING THIS ADMINISTRATOR'S:	POOR	FAIR	AVERAGE	GOOD	EXCELLENT
1. VERBAL FLUENCY: (Does he express his ideas smoothly? Is he articulate?)	POOR	FAIR	AVG.	GOOD	EXC.
2. CONSIDERATION OF OTHERS: (Is he patient, understanding, considerate and courteous?)	POOR	FAIR	AVG.	GOOD	EXC.
3. ATTITUDE TOWARD HIS JOB: (Does he show interest and enthusiasm toward his work?)	POOR	FAIR	AVG.	GOOD	EXC.
4. TECHNICAL COMPETENCE: (Does he have a thorough knowledge and understanding of his field?)	POOR	FAIR	AVG.	GOOD	EXC.
5. ACHIEVEMENT DRIVE: (Does he have the initiative and persistence needed to accomplish meaningful goals?)	POOR	FAIR	AVG.	GOOD	EXC.
6. SUPPORTIVENESS: (Does he support those responsible to him?)	POOR	FAIR	AVG.	GOOD	EXC.
7. FLEXIBILITY: (Is he able to adjust rapidly to changes in plans or procedures?)	POOR	FAIR	AVG.	GOOD	EXC.
8. PERFORMANCE UNDER STRESS: (How does he function under pressure?)	POOR	FAIR	AVG.	GOOD	EXC.
9. OPENNESS: (Does he consider divergent views?)	POOR	FAIR	AVG.	GOOD	EXC.
10. ENCOURAGEMENT OF STAFF PARTICIPATION: (Does he encourage you to raise questions and express opinions?)	POOR	FAIR	AVG.	GOOD	EXC.
11. ABILITY TO DELEGATE RESPONSIBILITY: (Does he assign tasks to personnel capable of carrying them out?)	POOR	FAIR	AVG.	GOOD	EXC.
12. INNOVATIVENESS: (Is he willing to try new approaches or methods?)	POOR	FAIR	AVG.	GOOD	EXC.
13. SUCCESS IN COMMUNICATING EXPECTATIONS: (Does he clearly define and explain what is expected of staff members?)	POOR	FAIR	AVG.	GOOD	EXC.
14. FAIRNESS: (Does he treat staff members in an unbiased and impartial manner?)	POOR	FAIR	AVG.	GOOD	EXC.

(Form CB-968) OVER 28 (revised - 0869)

	POOR	FAIR	AVERAGE	GOOD	EXCELLENT
15. MAINTENANCE OF STAFF MORALE: (Does he create a feeling of unity and enthusiasm among those in contact with him?)	POOR	FAIR	AVG.	GOOD	EXC.
16. SENSE OF HUMOR: (Does he have a sense of the ridiculous? Does he laugh at his own mistakes?)	POOR	FAIR	AVG.	GOOD	EXC.
17. DECISION-MAKING ABILITY: (Does the evidence indicate that he is able to make constructive decisions?)	POOR	FAIR	AVG.	GOOD	EXC.
18. EVALUATING ABILITY: (To what extent does he objectively evaluate programs and practices?)	POOR	FAIR	AVG.	GOOD	EXC.
19. MANAGERIAL SKILL: (Does he coordinate the efforts of those responsible to him so that the organization operates at peak efficiency?)	POOR	FAIR	AVG.	GOOD	EXC.
20. AWARENESS: (To what extent is he conscious of the problems that exist on your level?)	POOR	FAIR	AVG.	GOOD	EXC.
21. SELF-CONTROL: (Does he maintain control of his emotions when things are not going right?)	POOR	FAIR	AVG.	GOOD	EXC.
22. LEADERSHIP SKILL: (Does his leadership result in the attainment of mutually acceptable goals?)	POOR	FAIR	AVG.	GOOD	EXC.
23. APPEARANCE: (Are his grooming and attire in good taste?)	POOR	FAIR	AVG.	GOOD	EXC.

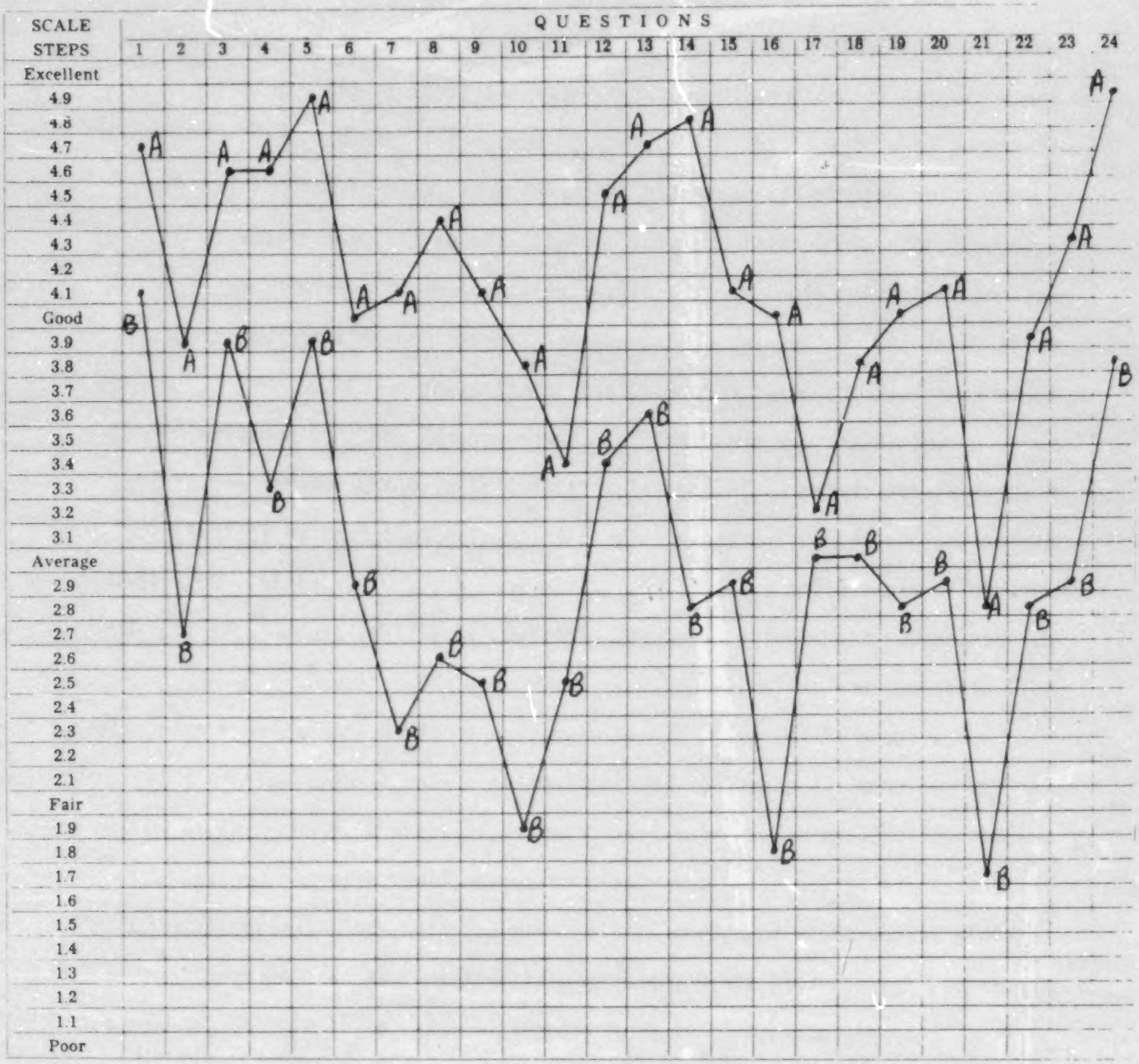
24. IF YOU WISH, PLEASE LIST ONE OF MORE WEAKNESSES OF THIS ADMINISTRATOR:

25. IF YOU WISH, PLEASE LIST ONE OR MORE STRENGTHS OF THIS ADMINISTRATOR:

ADMINISTRATOR IMAGE PROFILE

Administrator: Administrator X No. Sample Date

Group A: High School Teachers Group B: Elementary Teachers



KEY TO QUESTIONS

1. Verbal Fluency
2. Attitude Toward Teachers
3. Attitude Toward Job
4. Technical Competence
5. Achievement Drive
6. Supportiveness
7. Adaptability
8. Flexibility
9. Performance under Stress
10. Openness
11. Staff Participation
12. Delegate Responsibility
13. Innovativeness
14. Communicating
15. Fairness
16. Staff Morale
17. Sense of Humor
18. Decision-Making
19. Evaluating Ability
20. Administrative Skill
21. Awareness
22. Self-Control
23. Ability as a Group Leader
24. Appearance

30

Prepared by: Western Michigan University, Educator Feedback Center, Kalamazoo, Michigan 49001

A WORD ABOUT MANAGEMENT TRANSACTIONS AUDIT

The Management Transactions Audit is based on the model of interpersonal transactions developed by Eric Berne, M.D., called transactional analysis. It is designed to sensitize administrators to the way their reactions to others affect the quality of managerial transactions.

The material is presented in three parts, each of which lists the same questions, complaints, and challenges. The participant reacts by assigning limited weights to the different responses to subordinates, to colleagues, and to superiors. Answers are transcribed on attached carbons containing instructions for scoring and interpreting results.

Encounters are organized into three general modes of behavior: P (parent)--Described as judgmental, critical of self and others, moralistic, directive, and "how-to" oriented . . .; A (adult)--Described as logical, non-emotional, rational, objective, fact-oriented . . .; C (child)--Described as spontaneous, fun-loving, curious, creative, impulsive, stubborn, . . . self-centered, and self-pitying.

A score of thirty is standard on each of these interrelated categories; and the sum total is ninety. The distribution of the scores determines the predominant pattern of behavior. For example, a score of P-20, A-50, C-20 reflects a strong tendency to logical, objective, fact-oriented behavior, possibly strong decision-making ability. In addition, the "Interpretive Guide" furnishes insights into the way predominant patterns can trigger reactions in others. Properly used, this kind of information can facilitate the improvement of interpersonal communication and thus improve managerial effectiveness.

Teleometrics International
P. O. Drawer 1850
Conroe, Texas 77301

$3.00 a copy, no charge for the guide.
Discounts for 50 copies or more.

MODELS FOR THE BUSY SUPERINTENDENT
(Listed alphabetically and not
necessarily endorsed)

CHULA VISTA CITY SCHOOL DISTRICT

Instructional Leadership
Staff Performance Evaluation Form

Form A

Name_____ School Year_____

Position_____ Status: Probationary 1__2__3__

Assignment_____ Tenured _____

Basis for Evaluation

In brief, the following steps should be completed as part of the evaluation procedure:

I. The evaluatee shall transmit to the evaluator(s) the attached statement of goals towards which he plans to work six weeks following the first day of the school year.

II. The evaluatee shall have arranged for a mutually convenient time for the evaluator(s) to conference with him during the first six weeks of the school year.

III. Prior to the conference, the evaluatee shall have prepared supporting data on the form attached. This data will be discussed as part of the evaluation procedure.

IV. If there is any question regarding an evaluatee's performance, the summary statement (Form B) should be completed by March 1.

V. This evaluation summary will be discussed with the evaluatee in a conference scheduled at a mutually convenient time for both.

CVCSD A13(X74)'8 72

Chula Vista, California

PRINCIPAL BEHAVIOR DESCRIPTION OF QUESTIONNAIRE

Directions:

a. PLEASE READ EACH ITEM CAREFULLY.
b. Think about how frequently your principal engages in the behavior described by the item.
c. Decide whether he always, often, occasionally or never acts as described by the item.
d. Draw a circle around one of the five letters following the item to show the answer you would have selected.

A Always
B Often
C Occasionally
D Seldom
E Never

1.	Demonstrates a genuine personal interest in children.	A B C D E
2.	Actively supports staff in their relationships with parents and students.	A B C D E
3.	Evidences a definite philosophy of education.	A B C D E
4.	Is sensitive to teachers' problems.	A B C D E
5.	Is forward looking and progressive in attitude and action.	A B C D E
6.	Makes important decisions on the basis of only a few facts.	A B C D E
7.	Copes with parental pressures and determines the extent of influences an individual or a group should have on school policy or routines.	A B C D E
8.	Is reluctant to admit his own mistakes.	A B C D E
9.	Evaluates teachers' effectiveness objectively and impartially.	A B C D E
10.	Has the respect and admiration of the students.	A B C D E
11.	Attempts to help teachers find ways of working more effectively with problems present in their classrooms.	A B C D E
12.	Remains calm and poised in difficult situations.	A B C D E
13.	Makes friends for the school.	A B C D E
14.	Protects staff from unjust criticism or demands made by individual parents or groups.	A B C D E
15.	Makes an effort to see that teachers have adequate supplies and equipment when needed.	A B C D E
16.	Is enthusiastic about his work.	A B C D E
17.	Handles problems with tact.	A B C D E
18.	Solicits teachers' participation in making decisions on matters with which they are concerned.	A B C D E
19.	Provides teachers with the security and freedom needed to do a good job.	A B C D E

Incomplete

CLINTONDALE COMMUNITY SCHOOLS
ADMINISTRATOR EVALUATION
FORM I

NAME _____ DATE _____

POSITION _____ BLDG. _____

1. What are the highlights of your job performance during the past year? (Special studies, projects, experiments, individual contributions, distinctions, and innovations.)

2. What factors have inhibited the attainment of your objectives? Why?

3. In what way could the administrative and supervisory services available to you from the Superintendent's Central Office Staff be improved?

4. With the full realization that an institution may rise or decline for reasons quite beyond the control of its responsible head, how would you rate the trends of the following factors in your school or area of responsibility? Indicate on the scale below which best describes your situation.

	Improving	On A Plateau	Declining
1. Personnel			
2. Program			
3. Pupils (For Principals Only)			
4. Plant			
5. School or function as a whole			

5. If any of the above are "declining," please indicate:

a. Why you believe that they are.

b. What you are doing about it.

c. How the central administrative and supervisory services can help you work at this problem.

6. Have you published any articles in professional or other magazines during the past year? If so, please list the title of the article and the name of the magazine in which it appeared.

7. Have you addressed any professional meetings during the past year? If so, please list the topic and the group in which you spoke.

8. List conferences attended, courses taken, studies made, etc., as part of the program for your own professional growth.

9. List below those duties and responsibilities to which you feel you should give more concerted attention during the coming year.

Signature	Date

CLINTONDALE COMMUNITY SCHOOLS
EVALUATION FORM FOR ADMINISTRATIVE AND SUPERVISORY PERSONNEL

FORM II

NAME_____ DATE_____

POSITION_____ BLDG._____

This form has been developed as part of a continuous improvement program for all administrators and supervisory personnel. It is intended that the use of it be a professional growth experience for all persons involved. Emphasis is to be placed upon self-evaluation on the part of each individual. The process will require the cooperation of all concerned.

Two columns are provided to the left of each number. Each administrator is to complete a form on himself/herself, using the column to the immediate left of the number. After the form has been completed it is to be forwarded to the superintendent of schools. The superintendent of schools will then complete the second column on the administrator. A conference will be held between the administrator and the superintendent of schools in which the evaluations will be discussed. The completed form will be kept on file in the superintendent's office. If an item does not appear to apply to an individual's position N/A should be entered in the space.

This information will be kept in strict confidence. Unauthorized persons will not have access to it.

EVALUATION TERMS

C - Commendable - Exceeds the standards of Clintondale Community School District.
A - Acceptable - Meets the standards of Clintondale Community School District.
I - Need Improvement - Improvement is needed in order to meet the standards of Clintondale Community School District.
U - Unsatisfactory - Fails to meet the standards of the District to a satisfactory degree.
N/A - Not applicable or insufficient knowledge on which to evaluate.

Personal Responsibilities

Sup't.	Self	To What Extent?	
_____	_____	1.	Am I enthusiastic about my work?
_____	_____	2.	Do I attempt to use ideas gleaned from professional magazines and bulletins?
_____	_____	3.	Do I attend and contribute to professional meetings?
_____	_____	4.	Do I accept constructive criticism profitably?
_____	_____	5.	Do I accept administrative decisions and work enthusiastically toward achieving goals even though they may not conform to my personal opinions?

Administrative Evaluation

_____	_____	6.	Do I give full consideration to majority and minority opinion?
_____	_____	7.	Do I take advantage of opportunities for professional growth that are available beyond the requirements of the District?
_____	_____	8.	Do I show the initiative required of a person in my position?

COMMENTS:

Administrative and Professional Responsibilities

To What Extent:

_____	_____	9.	Do I effectively delegate authority for the betterment of the school program?
_____	_____	10.	Do I organize my subordinates for maximum efficiency and effectiveness?
_____	_____	11.	Do I assume the leadership for the over-all morale of the building or department?
_____	_____	12.	Do I allow flexibility to guide my administration and relations with individuals, both teachers and students?
_____	_____	13.	Do I interpret and enforce the school/District policy in my area of responsibility?
_____	_____	14.	Do I help plan the staff's professional growth program and encourage participation in in-service education programs?
_____	_____	15.	Do I count the activities of the classroom of primary importance to the school program?
_____	_____	16.	Do I fulfill the responsibility for administering attendance policies in the school?
_____	_____	17.	Do I fulfill the responsibility for the administration of the health and safety of students in the school?
_____	_____	18.	Do I provide assistance toward helping teachers improve?
_____	_____	19.	Am I receptive to new ideas?
_____	_____	20.	Do I involve teachers in the decision-making process where appropriate?
_____	_____	21.	Am I willing to make decisions which may be unpopular yet be best for the over-all program?

ADMINISTRATOR/SUPERVISOR PERFORMANCE EVALUATION
Detroit Public Schools
Detroit, Michigan

GUIDELINES

for

APPRAISING, ANALYZING, AND DECISION MAKING

(Guidelines will be completed by both Administrator/Supervisor who is evaluated and by the evaluator. The guidelines will then become the basis for the evaluation conference and the summary evaluation.)

Name of Evaluatee:

GUIDELINES	COMMENTS
– understands pupil needs and potential for achievement and uses this understanding in decision making	
– analyzes school performance in terms of pupil achievement	
– identifies weaknesses and problems requiring high priority of effort	
– identifies and considers alternatives before making decisions	
– identifies key responsibilities and key factors in the discharge of responsibilities	
– analyzes and makes decision based upon accurate and comprehensive records and data	
– possesses professional knowledge and applies this knowledge to analysis of school situations and decision making	
– provides framework for staff, parents, and pupils to express views and be involved in appropriate decision making	
– contributes to over-all analysis, planning, and decision making with superiors as appropriate	
– gives priority in making decisions to the improvement of instruction and to the greater achievement by pupils	
– makes "risk" decisions in situations when there is promise of greater achievement by pupils	
– uses foresight to identify implications and effects of decisions	

NOTE: Detroit requires each administrator and evaluatee to complete five guidelines and to compare and discuss their assessments. Each guideline lists from twelve to fourteen items to be considered. The reverse side of each one provides space for a summary, as well as recommendations and a signature. The titles of the other areas are Relationships and Communication; Planning, Organizing, and Implementing; Leadership, Coordinating, and Influencing; Accountability, Responsibility, and Evaluation.

(continued on overside)

ADMINISTRATOR / SUPERVISOR PERFORMANCE EVALUATION

Detroit Public Schools
Detroit, Michigan

Last Name	First Name	Initial	Date of Report	File No.

Title of Position	School or Department	Region or Division	Date of Assignment to Present Position

From Guideline Summaries	Better than Satisfactory: Outstanding	Good	Satisfactory	Less than Satisfactory: Marginal	Unsatisfactor
1. APPRAISING, ANALYZING, and DECISION-MAKING					
2. RELATIONSHIPS and COMMUNICATION					
3. PLANNING, ORGANIZING, and IMPLEMENTING					
4. LEADERSHIP – COORDINATING and INFLUENCING					
5. ACCOUNTABILITY – RESPONSIBILITY and EVALUATION					

Comments (may be continued on back of this form):

SUMMARY EVALUATION FOR PAY PURPOSES

For pay purposes and pursuant to the provisions of the OSAS Agreement, the performance of the above named Administrator /Supervisor is evaluated as:

Satisfactory ☐ Less than Satisfactory ☐

This evaluation has been discussed with me.

Signature of Administrator/Supervisor who is evaluated. Date

COPIES:
White – Division of Staff Relations
Blue – Division Head
Yellow – Region Superintendent or Department or Unit Head
Salmon – Evaluator
Pink – Evaluatee

Signature of Evaluator	Date
Title	XXX
School, Department, Unit, or Division	XXX
Signature of Region Supt. or Department or Unit Head	
Signature of Division Head	

FORM 4350 (6-74.D)

"LEZOTTE-KATZ FEEDBACK INSTRUMENT
TO THE SCHOOL SUPERINTENDENT"
MARCH 1975

SAMPLE

Generally, THE SUPERINTENDENT:

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. Is sufficiently enthusiastic.	1	2	3	4	5
2. Communicates satisfactorily.	1	2	3	4	5
3. Exhibits the proper degree of self-confidence.	1	2	3	4	5
4. Uses sound judgment.	1	2	3	4	5
5. Has a philosophy of education compatible with that of the community.	1	2	3	4	5
6. Relates well to the staff.	1	2	3	4	5
7. Relates well to the Board of Education .	1	2	3	4	5
8. Is adequately concerned about detail.	1	2	3	4	5
9, Has the necessary ability to make decisions.	1	2	3	4	5
10. Has the necessary leadership ability.	1	2	3	4	5
11. Has the necessary ability to shoulder responsibility.	1	2	3	4	5
12. Has a satisfactory community image.	1	2	3	4	5
13. Is dependable.	1	2	3	4	5
14. Provides administrators with enough autonomy to adequately carry out their role.	1	2	3	4	5
15. Is appropriately persistent.	1	2	3	4	5
16. Is flexible.	1	2	3	4	5
17. Is appropriately assertive.	1	2	3	4	5

18. Is sufficiently interested in improving the instructional program.	1	2	3	4	5
19. Has the ability to organize well.	1	2	3	4	5
20. Plans ahead sufficiently.	1	2	3	4	5
21. Responds appropriately to conflict situations.	1	2	3	4	5
22. Functions well in pressure situations.	1	2	3	4	5
23. Is sufficiently interested in public relations.	1	2	3	4	5
24. Is adequately involved in local, state and national programs.	1	2	3	4	5
25. Is satisfactorily concerned for employee morale.	1	2	3	4	5
26. Is sensitive to the problems of others.	1	2	3	4	5
27. Is willing to compromise.	1	2	3	4	5
28. Is generally well-informed.	1	2	3	4	5
29. Is adequately able to evaluate personnel and programs.	1	2	3	4	5
30. Uses tact.	1	2	3	4	5
31. Is easy to get along with.	1	2	3	4	5
32. Welcomes your suggestions.	1	2	3	4	5
33. Realizes the problems and difficulties that confront you in carrying out your responsibilities.	1	2	3	4	5
34. Makes you feel that an honest exchange of ideas is possible.	1	2	3	4	5
35. Gives instructions which are clearly stated.	1	2	3	4	5

FITZGERALD PUBLIC SCHOOLS
Warren, Michigan

A Program for Evaluation and Improvement of Administrative Performance

The materials to be used in Evaluation and Performance Objective process are:

Form A - Administrator's Self-Assessment Review
To be completed by the evaluatee prior to the evaluation conference and furnished to the evaluator.

Form B - Evaluation Instrument
To be completed by the evaluator during or following evaluation conference. Do not rate items which do not apply. Add items where appropriate.

Form C - Performance Objective Program
To be agreed upon jointly by evaluator and evaluatee.

The evaluation conference-program of performance objectives should be closely tied to the job description. Therefore, the evaluatee should review the description and provide it as part of the conference materials.

The reviewer where applicable, will most likely be the Superintendent. A schedule indicating Evaluatees - Evaluators - Reviewers will be provided annually by the Superintendent.

FORM A

FITZGERALD PUBLIC SCHOOLS
Warren, Michigan

Administrator's self-assessment review. To be completed prior to the evaluation conference by the evaluatee and furnished the evaluator(s).

I. The following are accomplishments during the evaluation period (_____to_____) which I feel are significant and should be considered during my evaluation. These are in addition to items provided for in my Performance Objective Program.

A.

B.

C.

II. The following are areas where I feel I need or wish to improve my performance. These should be considered planning in my next Performance Objective Program.

A.

B.

C.

Signed_____ Date_____
Evaluatee

S-153
5/73

FORM B

EXCEEDS EXPECTATIONS

MEETS EXPECTATIONS

NEEDS IMPROVEMENT

DOES NOT MEET MINIMUM REQUIREMENTS

Place a ✓ in the appropriate column. Write NA to the left of those items which do not apply.	1	2	3	4	5	6	7	8
I. MANAGEMENT SKILLS								
A. Understands own role and role of others, including Board of Education, in line and staff relationship.								
B. Understands policies and procedures and accurately interprets to staff.								
C. Effective in constructing schedules for students, staff and buildings.								
D. Effective in selection and assignment of staff.								
E. Effective management in the utilization and care of buildings.								
F. Provides for adequate supervision of staff and follows through with accurate written records.								
G. Effectively evaluates staff.								
H. Effective in solving problems.								
I. Allocates time and attention on basis of priorities.								
J. Delegates authority and responsibility effectively.								
K. Prepares, submits and controls budget effectively.								

S-153
5/73

Reproduced here is the form used in Hawaii. In this system, the administrator and the evaluator have conferences during the evaluation period. The administrator is rated on predetermined performance skills and characteristics and may attach a dissenting statement to the evaluation or request a conference with his evaluator's superior.

Personnel Form 753 (Rev. 9/74), TAC 74-8510

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF PERSONNEL SERVICES
P. O. BOX 2360
HONOLULU, HAWAII 96804

PRINCIPAL EVALUATION REPORT

Principal's Name: _____ School: _____

Evaluated by: _____ For the period: _____

INSTRUCTIONS: Fill in the boxes to the right of the factors with the descriptive words unsatisfactory, fair, average, good, or excellent. You will note that the factors are arranged in outline form. Every factor that is a heading is a summary of those subfactors specifically subsumed under it as well as those not specified but implied in the heading. Not all of the factors are of the same importance nor are identical factors of the same importance in every school. It is not intended that this form yield a "score". It is intended merely as a reminder that each of these factors needs to be considered objectively before making an overall judgment. Do not feel compelled to start at the top and work down. Start with factors about which you have the most information. If you do not have sufficient information to rate a factor, leave it blank. Individual items may be evaluated and dated during the semester.

		Date
OVERALL PERFORMANCE		
1. INSTRUCTIONAL PROGRAM		
a. Supervision & evaluation of teachers		
(1) Regular teachers		
(2) Probationary teachers		
b. Assignment of teachers and scheduling of classes		
c. Knowledge of curriculum		
d. Use of instructional aids & equipment		
e. Quality of program planning		
2. PUPIL PERSONNEL PROGRAM		
a. Guidance Program		
b. Discipline		
c. Attendance		
d. Health & Safety Program		
3. STAFF RELATIONS		
a. With teachers		
(1) Individually		
(2) As a group		
(3) Relations with employee organizations		
(4) Quality of professional faculty meetings		
b. With classified employees		

(Over) 48

(Continued)

		Date
4. MANAGEMENT FUNCTIONS		
a. Physical Plant		
b. Office Management		
c. Finance		
5. COMMUNITY RELATIONS		
a. With individual parents		
b. With PTA		
c. With other organizations		
d. With other individuals		
6. DEPARTMENTAL RELATIONS		
a. Knowledge of functions of other schools and parts of Department		
b. Knowledge of Departmental policy and regulations		
c. Cooperation with other schools and parts of Department		
7. EFFORTS TOWARD PROFESSIONAL IMPROVEMENT		

REMARKS BY RATER:

REMARKS BY PRINCIPAL:

(Principal's signature does not necessarily indicate approval but merely that he is aware of evaluation)

Principal's Signature _____ Date _____

District Superintendent's Signature _____ Date _____

Distribution: WHITE - Office of Personnel Services, GOLDENROD - School, PINK - District, BLUE - Principal

OKEMOS SCHOOL DISTRICT
OKEMOS, MICHIGAN 48864

Performance Review Program for Administrators

General

The performance review conference to be held with each administrator shall be based on, but not be limited to, the documentation contained in the performance review form. The performance review form is designed to maximize the participation of the administrator in the review process and is intended to serve as a structured medium to establish a formal communication link between the administrator and his supervisor regarding the supervisor's evaluation of the administrator's performance.

In general, the approach is designed to accomplish two major objectives. These objectives are:

1. To establish a clear understanding of the responsibilities of the job on the part of both the administrator and his supervisor. This is a step which is often taken for granted, is frequently misunderstood, and, if not properly accomplished, undermines the process from the outset.

2. Proceeding from the uniform baseline of a common understanding of job responsibilities, the process is intended to secure a commitment from the administrator to accomplish specific assignments against which subsequent performance will be evaluated. The commitment is gained by more clearly defined communication (two-way) on what is expected and through the process of involvement in setting district objectives which are supported by his individual job assignments.

Purpose

The specific aims of the performance review program are to:

1. Satisfy each administrator's need and desire to know how well he is doing by apprising him of his supervisor's assessment of his work performance.

2. Enhance understanding of the specific duties of the assigned job through mutual exchange of information which encourages improved administrator performance.

3. Determine the administrator's job satisfaction and work preference.

Frequency

In general, the performance review should be completed on an annual basis. Interim reports, either at six months or when some specific event occurs, (for example, completion of a significant work assignment, transfer, etc.) are at the discretion of the supervisor.

Relationship to Objectives

The supervisor should insure that there is a meaningful relationship between (1) the job assignment as understood between the parties and the specific work accomplishments that are being evaluated; and (2) the formal objectives established for the administrator's particular functional responsibility.

Procedure

The performance review program utilizes the following forms:

A. Administrator Development Discussion Guide
B. Performance Review Form

-- The purpose of the development discussion guide is to notify the administrator of the planned performance review, its date, and the specific topics to be covered. Advance notice of this kind permits both the supervisor and the administrator the time to adequately prepare for the discussion, underlining its importance as a developmental tool which has as its basic aim improved performance.

-- The performance review form provides a vehicle for mutual understanding (administrator/supervisor) of the administrator's responsibilities and assignments, as well as for evaluation of his performance of these assignments on the part of the supervisor.

-- The administrator's development discussion guide and the performance review form should be distributed to the administrator a minimum of two weeks prior to the planned performance review discussion.

-- The administrator will complete the first section of the performance review form (calling for his description of his job assignments) and return it to his supervisor at least one week prior to the planned performance review date.

-- The supervisor, upon return of the performance review form from the administrator, will review the statement of job assignment completed by the administrator for conformance with his own understanding. If discrepancies exist, they should be discussed during the performance review session.

-- The supervisor will complete his portion of the form dealing with comments on job assignment, evaluation of specific results which were expected to meet approved objectives, and specific actions required to improve performance in preparation for the performance review.

-- The supervisor should schedule adequate uninterrupted time for the performance review discussion (this will vary with the individual administrator but should be a minimum of one hour). In the conduct of the meeting, care should be taken on the part of the supervisor to make it a two-way discussion. He should not enter the meeting with a "closed mind" attitude which would for all practical purposes limit the discussion to a one-way downward communication.

-- Should the discussion reveal discrepancies in job assignment understanding and/or the existence of circumstances which affected performance (about which the supervisor had previously been unaware), these conditions should be discussed and a follow-up meeting scheduled. Prior to the follow-up meeting, the evaluation form should be revised in accordance with the results of that discussion.

-- The supervisor should offer the administrator the opportunity to enter his comments on the performance review form in the space provided.

OKEMOS SCHOOL DISTRICT
OKEMOS, MICHIGAN 48864

Administrator Development Discussion Guide

TO:

FROM:

Discussion Schedule	
Date	Time

Checked below are the subjects I plan to discuss with you on the date and time shown. Please give thought to these and other related subjects you would like to discuss.

- ☐ Your duties and responsibilities and priority assignments to see if we both have a common understanding of the job.
- ☐ Your objectives.
- ☐ To review and evaluate the results you achieved during the year.
- ☐ Your personal career objectives.
- ☐ General performance of our organization and how it might be improved.
- ☐ Other _____

_____

December 11, 1972

OKEMOS SCHOOL DISTRICT
OKEMOS, MICHIGAN 48864

PERFORMANCE REVIEW

Administrator Complete

NAME TITLE DATE

1. Educational achievement and/or acquisition of specific skill or experience since last review:

2. What are your specific job assignments and responsibilities?

Supervisor Complete

3. Job assignment comments:

PERFORMANCE REVIEW (Page 2)

Supervisor Complete

4. Evaluation of specific assignments expected to meet administrator's objectives:

5. Specific actions administrator should take to improve performance:

Administrator Complete

6. Comments regarding performance review, career goals, assignment preferences:

Administrator's Signature	Date	Supervisor's Signature	Date

PORTAGE PUBLIC SCHOOLS

PERFORMANCE REVIEW

ADMINISTRATIVE PERSONNEL

DATE OF REVIEW_____

ADMINISTRATOR REVIEWED

Name_____

Position_____

BASED ON PERFORMANCE FROM_____ TO_____

NAMES OF REVIEWERS

_____ _____

_____ _____

_____ _____

SUGGESTIONS TO THE REVIEWERS

Evaluate the performance in relation to factors or aspects of factors that are applicable to the person's job.

Do not give the most recent happenings undue weight, but try to arrive at a balanced evaluation of performance during the entire period under review.

Consider each factor separately without letting your decision be influenced by your rating on other factors that may be quite unrelated.

Do not let mere length of service or purely personal considerations influence your thinking.

Read each question given on the following pages, place a check mark in the appropriate box to the right of each question. The rating scale, 1 through 5, is the same as that appearing at the top of each page. After you have considered the applicable questions in a group, give your overall rating on that factor by checking the proper box to the right of each main heading.

Far Exceeds Job Requirements	Exceeds Job Requirements	Meets Job Requirements	Needs Some Improvement	Does Not Meet Minimum Requirements
1	2	3	4	5
☐	☐	☐	☐	☐

Resourcefulness 1 2 3 4 5

Does he provide solutions to problems he faces, or that are given to him? ( ) ( ) ( ) ( ) ( )

Has he made suggestions for improvements that have lead, or could well lead, to a better educational program? ( ) ( ) ( ) ( ) ( )

Has he shown creative imagination and ingenuity in his work? ( ) ( ) ( ) ( ) ( )

Is he cognizant of innovations that will maintain or improve the effectiveness of his staff? ( ) ( ) ( ) ( ) ( )

Comment_____

_____

1	2	3	4	5
☐	☐	☐	☐	☐

Compatibility 1 2 3 4 5

Does he have a pleasant disposition? ( ) ( ) ( ) ( ) ( )

Does he demonstrate willingness to help others? ( ) ( ) ( ) ( ) ( )

Does he remain tactful under pressure? ( ) ( ) ( ) ( ) ( )

Does he accept the necessary regulations, correction or criticism? ( ) ( ) ( ) ( ) ( )

Does he follow the established lines of authority? ( ) ( ) ( ) ( ) ( )

Does he gain the acceptance or respect of others? ( ) ( ) ( ) ( ) ( )

Comment_____

_____

1	2	3	4	5
☐	☐	☐	☐	☐

Communication 1 2 3 4 5

Does he keep his superiors and other departments properly informed on his activities? ( ) ( ) ( ) ( ) ( )

Does he keep his staff properly informed on all Board and Administrative policies and practices? ( ) ( ) ( ) ( ) ( )

Does he communicate his decisions to his staff? ( ) ( ) ( ) ( ) ( )

Does he tell his staff what he expects of them, how they are performing, and what they should do to improve? ( ) ( ) ( ) ( ) ( )

Is he tactful and cooperative in the contracts he must make with people in the community? ( ) ( ) ( ) ( ) ( )

Comment_____

_____

Wayne-Westland Community Schools
3712 Williams Street - Wayne, Michigan 48184
313-722-1500

EVALUATION OF THE SUPERINTENDENT BY THE BOARD OF EDUCATION

This document is to be used to prepare a composite estimate by the Board of Education of the performance of the Superintendent. It is intended that it will indicate the opinion of the Board regarding the Superintendent's performance in his many areas of responsibility. It is recognized that there are some aspects of the Superintendent's job that cannot be accurately evaluated by the Board of Education. A poor evaluation result in some area, therefore, may indicate a number of things other than poor performance.

Probably the major benefit that can be realized from this evaluation is the input it will provide the Superintendent regarding the Board's view of his activities and performance. To get the most information of this type it was necessary to expand the questions to cover more than just the Superintendent and his responsibilities. There are some questions about his assistants, the staff in general and the District.

Plan

The Superintendent of a modern public school system is the top administrator of the system and as such is responsible for almost all aspects of system operations. The responsibilities require that the Superintendent have a good understanding and considerable expertise in a wide range of activities. The following are subjects considered in the questionnaire to provide evaluation results in these activities.

I	Dedication and Industriousness
II	Directing Educational Activities
III	Personnel Matters
IV	Business Administration
V	Public Relations
VI	Negotiations
VII	Participation in Professional Organizations
VIII	Relations with the Board of Education

In the following a number of questions are asked about each of these eight major subjects. Nothing is intended or implied regarding the relative importance of subjects by the order of the list.

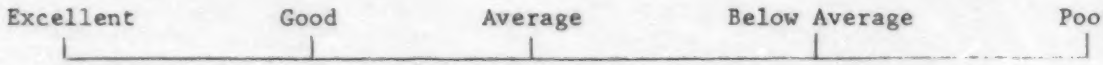
Instructions

Each part of the evaluation has a section title and a brief elaborating statement which is intended to clarify just what aspect of total responsibility is being considered. The evaluation is performed by answering the questions in each section. It will be noticed that each question is followed by a line with five calibration marks. The Board Member is requested to put an "x" on the line in the position that in his opinion will indicate the Superintendent's performance. If no answer is selected, it will be assumed that the Board Member does not understand or does not wish to answer the question.

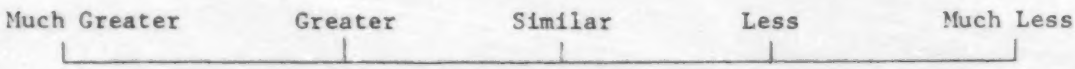
I.
Dedication and Industriousness

. . . . . the concern the Superintendent has about doing a good job and how hard he is working.

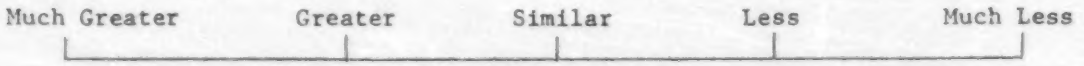
1. How concerned do you feel the Superintendent is about meeting the obligations of his position? How do you rate his dedication?



2. How hard is the Superintendent working? How industrious is the Superintendent when compared with other Superintendents?

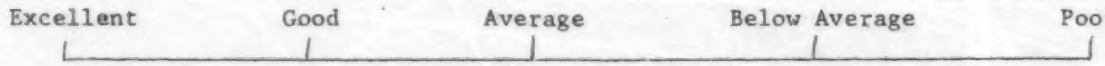


3. How industrious is the Superintendent when compared with others with a similar salary in industry, business and other professions?

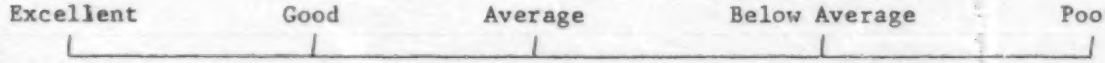


4. How can the Superintendent make more efficient use of his time? Rate his success in using each of the following means of reducing his own work load -

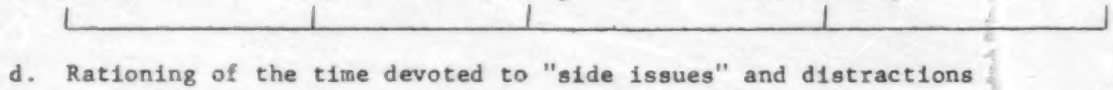
   a. Effective use of subordinates and assistants



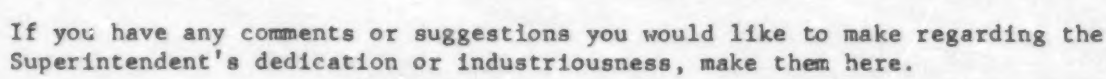
   b. Establishing priorities so that the number of items requiring his attention are reasonable



   c. Organizing procedures so that the amount of time for each item is reasonable



   d. Rationing of the time devoted to "side issues" and distractions



5. If you have any comments or suggestions you would like to make regarding the Superintendent's dedication or industriousness, make them here.

THE SUBCOMMITTEE RECOMMENDATION

The interest in administrative evaluation reflected in the recent survey supports the subcommittee's recommendation that seminars be provided for the purpose of further familiarizing superintendents in the state of Michigan with current administrative evaluation procedures and for assisting them in determining an appropriate implementation process for their school district.

A BIBLIOGRAPHICAL NOTE

Educational Research Report. Evaluating Administrative Performance. Arlington, Virginia, Educational Research Service, Inc., 1974.

This extremely useful publication brings two previous reports up to date. It is based on a search of published and unpublished literature related to the appraisal of administrative and supervisory personnel in education. The seven pages of bibliography are a handy reference for the busy administrator. It is well worth the $7.50.

Educational Research Circular No. 5. The Evaluatee Evaluates the Evaluator. Arlington, Virginia, Educational Research Service, Inc., 1970.

This reference contains several useful examples of "client centered" evaluation practices in a single reference.

NOTE: Because of the comprehensive coverage in these two references, the committee agreed that these are all the busy administrator really needs.